SFSU STARTALK Student Program Curriculum Template

Theme: Journey to the West

Target Proficiency Level: Novice- Mid

Number of Hours: 20

Designed by: SFSU Startalk Team

Brief Description of Program
Students will read comic version of Journey to the West and be able to
- Understanud and enjoy the story
- Retell the story
- Discuss the story
- Create their own comics, digital story
- Act out the story

What Enduring Understandings are Desired:
Students will understand Chinese folk religion, mythology, value system, fantasy, magic, humor, and the pantheon of Taoist immortals and Buddhist bodhisattvas.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
- In what way is the West journey important?
- What are the main characters in Journey to the West? Who do you like the most? priest Xuanzang, Monkey, greedy Pig, or Friar Sand? Why?
- Which adventure do you find most interesting and fascinating? Why?

Standards:
Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2: 3.1
Supporting Standards: 4.1, 4.2, 5.1

Content:
Chinese mythology, fantasy, magic, humor, and major characters in the story.

Key Vocabulary:
玉皇大帝，觀音菩薩，齊天大聖，孫悟空，唐三藏，唐僧，豬八戒，沙悟淨，四大名著，小說，故事，西天取經，花果山，妖魔鬼怪，經歷，旅途，路程，有驚無險，佛教，七十二變，金剛杖，冒險，經歷，成功，失敗，想盡辦法，功夫，師兄，師弟，師傅，歷史，努力，處變不驚，害怕，膽子，解決，解救。
Skills:
- Students will be able to retell the amazing adventures of Priest Xuanzang, Monkey, greedy Pig, or Friar Sand
- Discuss the story
- Act out the story

Connections to Other Disciplines:
- Geography: Map Reading and drawing
- History and culture: Tang Dynasty life, history and culture

Technology Integration:
- Students develop/use Podcasts, digital/audio stories.
- Create graphical novel/stories
- Expand learning with iPod and photo or digital “comic” layout stories
- Use digital stories created online

Assessments
**Performance tasks:**
- Create a map of Journey to the West
- Create their own comics and digital story of Journey to the West
- Perform story

**Quizzes, Tests, Prompts, Work Samples**
- Vocabulary quizzes
- Listening Comprehension
- Poster of map of Journey to the West
- Create own comic

Unprompted Evidence
- Observations
- Regular dialogues with students about reading progress.

Can Do Statements From Linguafolio
- I can understand some of what people say in a conversation when they are talking about familiar things.
- I can understand the main idea of short simple descriptions, especially if there are pictures or graphs.
- I can ask and answer simple questions on very familiar topics, such as likes and dislikes.
- I can describe familiar people, places and things in simple ways.

Required Resources:
- Each student will have own comic version of Journey to the West
- Posters, color markers, color construction paper to make comic
Differentiation of Instruction:

• To meet the needs of different learning styles, new language items are presented with visual aids
• Students will be able to act out the story

Instructional Strategies:

• students will get a chance to read the story
• teacher student interaction through questions and classroom discussions
• dialogues and presentations
• create own comic
• role playing

What do they already know that will help them learn new information?
(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)
Harry Potter series (magic), Gulliver’s Travel (journey), and the student’s own traveling experience.

Links to relevant web sites:

• http://baike.baidu.com/view/2583.htm
• http://zh.wikipedia.org/wiki/%E8%A5%BF%E6%B8%B8%E8%AE%B0

Sub-theme(s)/unit(s)

Magical World

Lessons that support the sub theme/unit:

Daily instructional plan